

The Instructional Model

Developing Quality Schools
Blaine County
Staff Development

We stand at a place where we know a great deal about education - specifically, what works in the classroom.

Literally thousands of studies have shown us that good teaching makes a difference.

There are no silver bullets, but we do know effective instructional practices increase student performance.

C.I.A.

- Curriculum - What students should know and be able to do
- Instruction - What educators do to ensure this
- Assessment - How we evaluate what they know and do

Instruction needs to....

- Build on prior knowledge
- Be relevant
- Meet student needs
- Follow an instructional framework

The instructional model

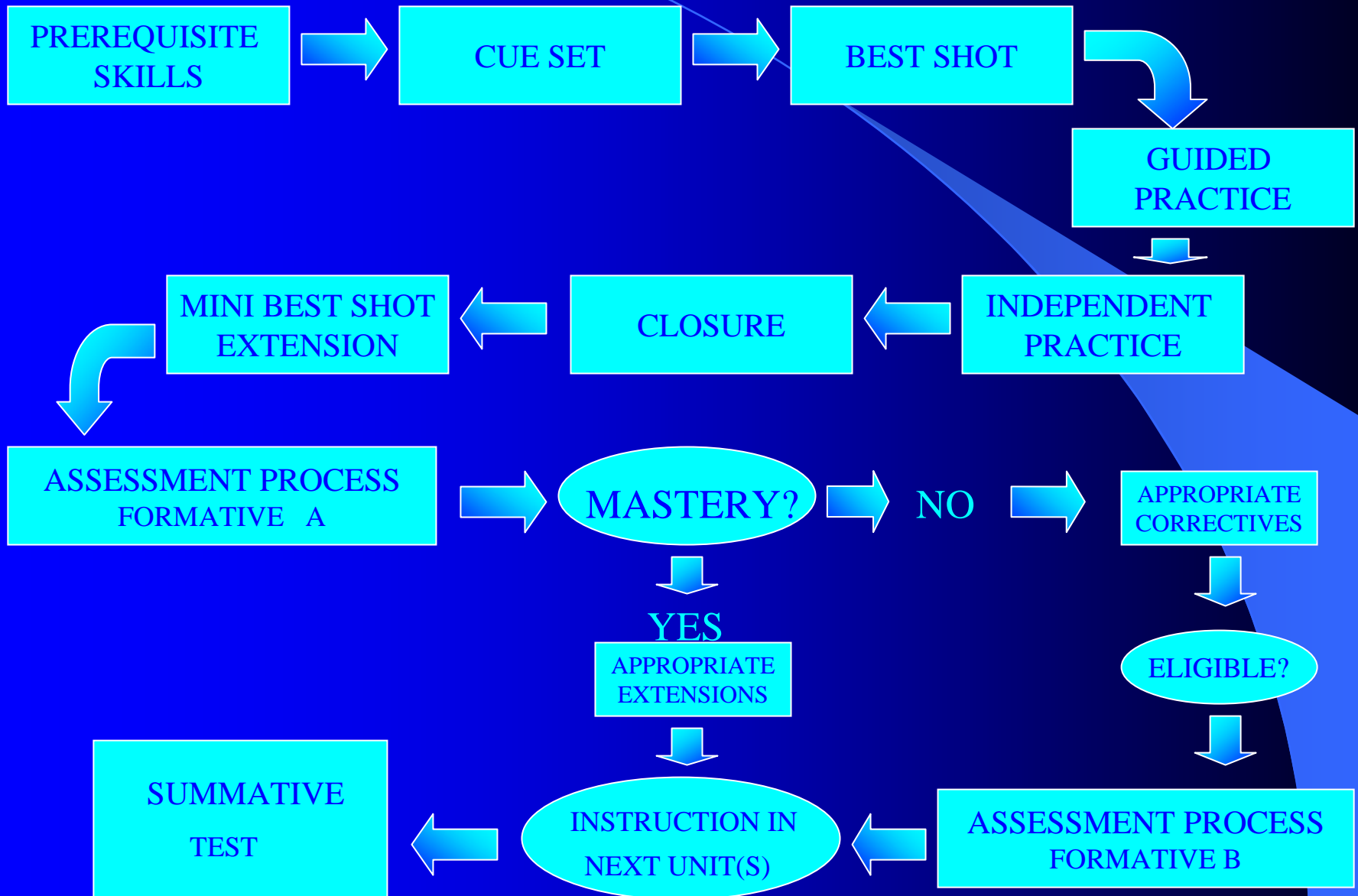
*is **not** a program.*

*It **is** a framework.*

The Instructional Model -----

- Cue Set
- Best Shot
- Guided Practice
- Independent Practice
- Closure
- Formative Assessment
- Correctives and Extensions
- Summative Assessment

Overview



Prerequisite Skills

What does the student need to know to learn the new objectives?

- Daily lessons should begin with a brief review of what was previously taught
- Opportunities are provided for students to recall, reinforce, or learn prerequisites

Cue Set

Hooks and motivates -- Sets Learning Direction

- Cue setting activities are to be motivational and used to begin instruction
- The teacher often has students describe in their own words what is to be learned, why it is important, and how they are going to learn the information

Best Shot

My teacher will teach me what to do. I will learn something new.

- The teacher initiates instruction using the best modes of presentation for the subject
- Optimum learning can be obtained easily by teaching to different learning styles

How Do We Learn?

10% of what we READ.

20% of what we HEAR.

30% of what we SEE.

50% of what we SEE & HEAR.

70% of what we DISCUSS.

80% of what we EXPERIENCE.

95% of what we TEACH.

Guided Practice

My teacher monitors my new learning to insure success.

- Follows initial instruction
- Activities are short, intense, and cover exactly what was taught
- Allows student to practice and experience new learning under teacher supervision
- Teacher monitors for accuracy
- Help is provided as needed to ensure success

Independent Practice

The student can now do it on his own.

- Used to determine the success of the lesson
- Used after proficiency is noted during guided practice
- Student demonstrates mastery of new concepts, procedures, or information without assistance

Closure

Summarize today's or unit's critical learning

Each lesson (or unit) regardless of components used is concluded with a closure activity. This is designed to focus on key learning elements and to check for understanding.

Mini Best Shot

Extension

(Some for all students)

Formative Assessment

The student can demonstrate mastery.

- Teacher administers frequently to determine progress toward mastery of objectives
- Information is to be used for diagnostic purposes
- May, or may not, be graded
- Think multi-dimensional:
test, portfolio, demonstrations, etc.

Correctives

- Students who need more time for learning and a different instructional mode are given those opportunities before re-testing

Extensions

- Students who master objectives more quickly are given opportunities to explore the topic in depth, and pursue higher cognitive experiences

Summative Evaluation

May cover more than one unit.

- Purpose is to award credit or grades for progress and success on a specific unit or topic
- Should include a variety of cognitive levels and should not be given until the student has demonstrated understanding of the unit

To use the instructional model ...

... or not ?

What does the school
district expect of me?

What ?'s do I have?

How do I begin?

Where do I get help?

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